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ABSTRACT

The Maryland State Department of Education Task Force on Recruiting Minorities for Professional Staff Positions was charged by the State Superintendent in August 1987 with developing a systematic state plan of action to increase the number of minorities in professional positions throughout Maryland's public schools. The group specifically examined: (1) policies and practices of local education agencies that relate to hiring and promoting minorities; (2) initiatives to attract and retain greater numbers of minority teachers, administrators, and supervisors; (3) activities designed to recruit and retain talented minority students in teacher education programs at Maryland's institutions of higher education; (4) types of technical assistance that the Maryland State Department of Education could provide; and (5) recommendations to resolve issues raised. Task Force deliberations focused on four areas with recommendations grouped accordingly: increasing the pool of minority candidates for teaching; improving the recruitment of minorities; reducing barriers to recruitment, retention, and promotion of minority candidates; and increasing support to retain minorities. (LL)

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MARYLAND STATE DEPARTMENT OF EDUCATION
TASK FORCE ON RECRUITING MINORITIES
FOR PROFESSIONAL STAFF POSITIONS

REPORT TO THE STATE SUPERINTENDENT

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MARYLAND STATE DEPARTMENT OF EDUCATION
TASK FORCE ON RECRUITING MINORITIES FOR PROFESSIONAL STAFF POSITIONS

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MARYLAND STATE DEPARTMENT OF EDUCATION
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March 1, 1988

Mr. David W. Hornbeck
State Superintendent of Schools
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Dear Mr. Hornbeck:

It is with pleasure and considerable pride that we transmit to you the report of the Maryland State Department of Education Task Force on Recruiting Minorities for Professional Staff Positions. The recommendations contained in this report represent Maryland's continuing commitment to equal opportunity in principle and practice.

Early in its deliberations, the Task Force recognized several initiatives designed to recruit more minorities. The Task Force applauds those efforts and has attempted to incorporate them into this report. However, the Task Force found no statewide initiatives to recruit and retain minorities into all professional staff positions and, thus, has attempted in its recommendations to provide such a plan.

The Task Force found that some problems related to the recruitment and retention of minorities are common to and must be addressed in the context of problems related to the general recruitment and retention of professional educators. Consequently, many of the recommendations apply to all Maryland educators, not just minorities.

We present these recommendations with the hope that they represent the first step toward an increase in the number of minorities holding professional staff positions in Maryland's schools. Our students await these role models.

Sincerely,

Bonnie S. Copeland

BONNIE S. COPELAND, Ph.D.
Chair
Task Force on Recruiting Minorities for
Professional Staff Positions

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MARYLAND STATE DEPARTMENT OF EDUCATION
TASK FORCE ON RECRUITING MINORITIES
FOR PROFESSIONAL STAFF POSITIONS

THE CHARGE FROM THE STATE SUPERINTENDENT:

DEVELOP A SYSTEMATIC STATE PLAN OF ACTION TO INCREASE THE NUMBER OF
MINORITIES IN PROFESSIONAL POSITIONS THROUGHOUT MARYLAND'S PUBLIC SCHOOLS

Specifically examine the following:

1. Policies and practices of local education agencies that relate to hiring and promoting minorities;
2. Initiatives to attract and retain greater numbers of minority teachers, administrators, and supervisors;
3. Activities designed to recruit and retain talented minority students in teacher education programs at Maryland's institutions of higher education;
4. Types of technical assistance that the Maryland State Department of Education could provide.

MARYLAND STATE DEPARTMENT OF EDUCATION
TASK FORCE ON RECRUITING MINORITIES FOR PROFESSIONAL STAFF POSITIONS

EXECUTIVE SUMMARY

The Task Force was unanimous in its view that minority recruitment, retention, and promotion in Maryland's educational system is a major problem. However, this is not to say that sincere efforts to increase the number of minorities have not been made in the past and are not being made today by some individuals and local school systems. The problem remains because no systematic statewide plan of action exists to deal with all the facets of this very complex problem.

The Task Force also believes that some aspects of the minority recruitment and retention problem cannot be addressed fully without consideration of recruitment and retention issues in general, i.e., those that apply to all professional educators. Consequently, many of the Task Force recommendations are applicable to all education professionals in Maryland, not just to minorities.

Task Force deliberations focused on four distinct areas; recommendations are grouped accordingly:

A. INCREASING THE POOL OF MINORITY CANDIDATES FOR TEACHING

1. Implement early intervention programs statewide.
2. Develop and implement programs to attract and retain minority students in teacher education programs at higher education institutions in Maryland.
3. Review and assess approved teacher education programs in Maryland institutions of higher education for elements that may discourage able minority students from enrolling and remaining in such programs.
4. Review models and develop programs that enhance the image of careers in education.

B. IMPROVING THE RECRUITMENT OF MINORITIES

1. Assess the implementation of local school system affirmative action/minority hiring plans.
2. Investigate existing agreements between the Maryland State Department of Education and community colleges and between four-year institutions and community colleges regarding courses in teacher education and the transfer of credits from community college to university programs.
3. Reach beyond traditional recruitment methods to emphasize Maryland's commitment to minority selection and retention.
4. Involve minority community leaders in local recruitment programs.
5. Develop teams of recruiters who are effective in recruiting minorities.
6. Establish a comprehensive pool of qualified candidates to be used statewide, regionally, or locally to identify minority professionals available to work in Maryland.

C. REDUCING BARRIERS TO RECRUITMENT, RETENTION, AND PROMOTION OF MINORITY CANDIDATES

1. Establish collaboration among Maryland State Department of Education, institutions of higher education, and local school systems to address the current barrier to minority teacher recruitment and retention posed by the NTE.
2. Conduct a survey of perceived local barriers in local school systems to hiring and promoting minority professional staff.
3. Have local education agencies review negotiated agreements to determine impact on minority recruitment.
4. Identify specific areas that local education agencies should include in the development of policies and guidelines for minority recruitment. The policies and procedures should include opportunities for upward mobility for minority personnel.

D. INCREASING SUPPORT TO RETAIN MINORITIES

1. Develop mentor support programs to assist in the promotion of minorities to administrative and supervisory positions.
2. Develop policies and strategies to promote community acceptance of minority educators.
3. Have local education agencies develop adequate orientation and support programs that would address the social, emotional, and professional needs of new minority staff.

MARYLAND STATE DEPARTMENT OF EDUCATION
TASK FORCE ON RECRUITING MINORITIES FOR PROFESSIONAL STAFF POSITIONS

PREFACE

The Task Force on Recruiting Minorities for Professional Staff Positions was charged by the State Superintendent in August 1987 to develop a systematic state plan of action to increase the number of minorities in professional positions throughout Maryland's public schools.

The Task Force met in two morning and four day-long sessions through fall 1987 to examine the problem of minority recruitment and discuss recommendations to resolve the issues raised.

The Task Force was unanimous in its view that minority recruitment, retention, and promotion in Maryland's educational system is a major problem. However, this is not to say that sincere efforts to increase the number of minorities have not been made in the past and are not being made today by some individuals and some local school systems. The problem remains because no systematic statewide plan of action exists to deal with all the facets of this very complex problem.

The Task Force also believes that some aspects of the minority recruitment and retention problem cannot be addressed fully without consideration of recruitment and retention issues in general, i.e., as these apply to all professional educators. Consequently, many of the Task Force recommendations are applicable to all education professionals in Maryland not just to minorities.

MARYLAND STATE DEPARTMENT OF EDUCATION

TASK FORCE ON RECRUITING MINORITIES FOR PROFESSIONAL STAFF POSITIONS

I. STATEMENT OF THE PROBLEM

Children learn as much from observing, identifying with, and copying adults as they do from formal teaching in the school setting. It is, therefore, very

important for black children to have at least some black teachers to provide valuable role models of successful black adults who are contributing and respected members of society. Black teachers are equally important role models for non-black students who need to learn the same lesson that black adults can be successful and contributing members of society. But black teachers can serve that function only if they are successful (and, for teachers, that means academically successful, so that they can indeed, contribute to the education of the young).

(Patricia Albjerb Graham in PHI DELTA KAPPAN, April 1987, "Black Teachers: A Drastically Scarce Resource.")

Nationally and in Maryland, the problem is that the number of minority teachers is decreasing just as the number of minority students is on the rise. Table 1 displays the percent of minority enrollment and teachers in Maryland public schools as of October 1986. Statewide, minority students now account for 36.8 percent of the total enrollment as compared to minority teachers who number 23 percent. This discrepancy in minority representation is higher in some jurisdictions than others.

TABLE 1

PERCENT MINORITY ENROLLMENT & TEACHERS
MARYLAND PUBLIC SCHOOLS OCTOBER 1986

	<u>Enrollment</u>	<u>Minority</u> <u>Teachers</u>	<u>Discrepancy Between</u> <u>Enrollment & Teachers</u>
	<u>%</u>	<u>%</u>	<u>%</u>
* <u>State</u>	36.8	23.0	- 13.8
Allegany	2.5	0.4	- 2.1
Anne Arundel	16.5	14.7	- 1.8
*Baltimore City	81.0	70.2	- 10.8
Baltimore County	18.4	8.5	- 9.9
Caroline	23.7	16.7	- 7.0
Carroll	2.8	2.4	- 0.4
Cecil	5.6	3.6	- 2.0
Charles	23.6	24.1	+ 0.5
*Dorchester	41.3	21.5	- 19.8
Frederick	7.2	4.5	- 2.7
Garrett	0.3	0.3	- 0.0
Harford	13.7	6.8	- 6.9
Howard	18.8	13.9	- 4.9
Kent	27.2	18.9	- 8.3
*Montgomery	31.6	12.2	- 19.4
*Prince George's	67.3	29.5	- 37.8
Queen Anne's	16.1	16.2	+ 0.1
St. Mary's	21.1	15.3	- 5.8
*Somerset	45.5	34.3	- 11.2
*Talbot	29.4	19.0	- 10.4
Washington	4.6	2.2	- 2.4
*Wicomico	31.8	15.9	- 15.9
*Worcester	34.1	20.2	- 13.9
Calvert	23.9	23.7	- 0.2

* Over 10% Discrepancy

A closer look at the number of minorities in professional positions in Maryland's public schools yields the following salient points:

- Out of a total professional staff of 47,110, as of October 1986, minorities numbered 10,712 or 22.8 percent.
- Among white professionals, 67.9 percent are female as compared to 79.6 percent female among black professionals.
- Overall, non-white males make up less than 5 percent of the total staff.
- Of a total of 98 superintendents, deputy associates, assistants, 79.6 percent are white (69 male, 9 female) and 20.4 percent are black (11 male and 9 female).
- Of 748 elementary school principals, 190 (25.4 percent) are black and of 242 secondary school principals, 49 (20.2 percent) are black.

While the need for increasing the number of minorities in professional positions in education is clear, the likelihood of this taking place is, at best, uncertain without long-term, proactive intervention. Nationally, the number of blacks majoring in education has dropped at twice the rate of decline for whites. Further, "...the consoling explanation for the decline in the proportion of teachers who are black--the argument that increased occupational mobility for blacks has led them to seek better-paying, higher status professions--does not seem justified." (Graham, 1987)

In 1986-87, only 16 percent of new hires in Maryland's school systems were minorities. In addition, only 11 percent of the graduates of Maryland's teacher education programs were minorities and not all chose to teach in Maryland. As Table 2 shows, the problem seems even more acute when the supply of new minority teachers is examined by subject area of certification. For

TABLE 2

SUPPLY OF NEW TEACHERS BY ETHNIC STATUS

1987

Certification Area	Minority	Total	% Minority
Total	145	1253	11.7%
Early Childhood	22	208	10.6%
Elementary Education	42	443	9.5%
Art	3	49	6.1%
English Language Arts	2	75	2.7%
Foreign Languages	2	23	8.7%
Health	1	12	8.3%
Home Economics	1	11	9.1%
Industrial Arts	4	5	80.0%
Mathematics	4	39	10.3%
Music	6	56	10.7%
Outdoor Education	0	3	.0%
Physical Education	8	60	13.3%
Science Education	2	58	3.4%
Social Sciences	4	68	5.9%
Vocational-Technical	4	22	18.2%
Special Education	38	92	41.3%
All Other	3	29	10.3%

Source: Deans and Directors, Maryland Institutions of Higher Education
 (reprinted from Teacher Supply & Demand in Maryland, 1987-1990 prepared
 by the Maryland State Department of Education and State Board for Higher
 Education, September 1987).

For example, in 1987 only four out of 39 new mathematics teachers were minorities and two out of 58 science teachers. In an increasingly technological society, such statistics do not bode well.

Perhaps the most disturbing of any national and state trend is the declining proportion of blacks enrolled in institutions of higher education. Statewide, the percent of black high school graduates who go on to college in Maryland declined from 28.7 percent in 1985 to 27.6 percent in 1986. In Baltimore City the minority college enrollment has decreased 35 percent in the past five years.

In sum, the need for minority, and especially black, teachers is currently great in Maryland. However, the number of black undergraduates preparing to become teachers is decreasing even as the experienced black teachers already in the public school system are nearing retirement age.

II. TASK FORCE RECOMMENDATIONS

A. INCREASING THE POOL OF MINORITY CANDIDATES FOR TEACHING

RATIONALE:

In order to increase the size of the potential pool of minority candidates for professional staff positions in education, it is essential that programs be implemented as early as the seventh grade. Programs designed to create an environment that supports academic achievement and inspires students to attend college should be implemented statewide. Such early intervention programs would also provide direction and counseling related to course requirements, financial aid, and test-taking skills. The Maryland State Board for Higher Education, in collaboration with Baltimore City, Baltimore County, and Prince George's County school systems, is currently implementing pilot programs of the sort envisioned here. The Maryland higher education intervention model should be expanded. Summer institutes on college campuses, as well as "shadow" and/or mentor programs can also serve as early intervention models.

Successful recruitment of minority students for entry into college is only a first step to increasing the size of the potential pool of teacher candidates. The next step is to retain these students in teacher preparation programs. We view the essential strategies for student retention to be: financial assistance; campus-wide programs to enhance academic performance and test preparation skills; and early field experiences, with academic credit, designed

to provide opportunities for prospective teachers to work with children and young adults. Policies and practices enacted for the purpose of teacher candidate retention must receive the immediate attention of policy makers.

Changes in the content and sequence of course offerings of teacher preparation programs are being advocated because:

- . Greater emphasis should be given to having students concentrate on subject area competence prior to study of professional courses (The Carnegie Report); and
- . The need to overcome the perception alleged by some critics that teacher education programs are not rigorous enough. The effort to elevate the status of teacher education within the academic community is a major and necessary change that must take place at the university level.

RECOMMENDATION #1: Implement "Early Intervention" Programs Statewide.

These programs should emphasize: motivating minority students to attend college; providing guidance, counseling, and support services to facilitate minority students' preparation for college; and presenting teaching as an attractive career.

IMPLEMENTATION: The Maryland State Department of Education and the State Board for Higher Education in collaboration with local education agencies and institutions of higher education should:

- Design programs like the "Boston Compact," which provides financial support and subsequent job opportunities to students.
- Expand existing "early intervention" programs.
- Develop strategies to get support of state and federal legislators to provide incentives that will encourage minority students to enroll in teacher education programs.
- Establish teacher scholarship/grant programs and expand loan forgiveness programs for minority students interested in pursuing education as a career.
- Hold "careers-in-education fairs" in secondary schools and invite educational leaders, particularly minority leaders, to speak about careers in education.
- Ensure implementation of the Maryland State Board of Education Bylaw 13A.04.05.01-04 Ethnic and Cultural Minorities.
- Include Minority role models for counseling and recruitment efforts with minority students at the school building.

- Arrange field experiences for minority high school and college students to observe successful minority administrators and teachers in a variety of educational settings: urban, rural and suburban.
- Arrange for school systems with few if any minority educators to have guest minority teachers, principals, and supervisors attend assemblies, Future Teachers of America club meetings, Career Clinics, etc. If these individuals can not visit in person, video tapes could be substituted.

RECOMMENDATION #2: Develop and implement programs to attract and retain minority students in teacher education programs at higher education institutions in Maryland.

IMPLEMENTATION:

The Maryland State Department of Education and the State Board for Higher Education in collaboration with local education agencies and institutions of higher education should:

- Support scholarship proposals such as the "set aside" proposed by the Governor's Commission on Teachers Salaries and Incentives. This requires that a certain number of state scholarships be set aside for minority students who seek teacher training in Maryland institutions of higher education.
- Provide summer institutes for minority teacher education students. Institutes should be designed so that education students can acquire practical experiences working with children and young adults.

Participants should be afforded academic credit and financial incentives.

- Support state funding for unique programs designed by colleges and universities to retain minority students in teacher education programs, particularly those targeted to students enrolled during the first three semesters of their college programs.
- Support state funds for structured programs designed to enhance academic performance (including standardized test performance) of teacher education students, particularly at Maryland's historically black colleges and universities.
- Ensure that the State Scholarship Board serves as a clearinghouse for information on financial aid available from all sources.

RECOMMENDATION #3: Review and assess approved teacher education programs at Maryland institutions of higher education for elements that may discourage able minority students from enrolling and remaining in such programs.

IMPLEMENTATION:

- Institutions of higher education should enhance the "image" of teacher education programs by ensuring that methods courses are challenging and rigorous.
- Maryland State Department of Education evaluation teams should review all professional education courses to ensure their rigor and their appropriateness to the needs of minority students.

RECOMMENDATION #4: **Review models and develop programs that enhance the image of careers in education.**

IMPLEMENTATION: The Maryland State Department of Education, local education agencies, institutions of higher education, and appropriate professional organizations should collaborate on the following activities:

- Produce and disseminate an effective media campaign (with emphasis on television) to attract minority teacher candidates.
- Support the revitalization of Future Teachers of Maryland programs statewide with emphasis on minorities.
- Pursue legislative efforts to change retirement policies to encourage the return of retired minority teachers, particularly in subject areas of critical shortage.
- Support the recommendations on salaries and incentives of the Governor's Commission on Teacher Salaries and Incentives.

RECOMMENDATION #1: Assess the implementation of local school system affirmative action/minority hiring plans.

IMPLEMENTATION: - The Maryland State Department of Education should provide technical assistance to local school systems to develop and/or review their affirmative action/minority hiring plans.

- The Maryland State Department of Education in collaboration with local school systems should review Bylaw 13A.07.05.01, School Personnel, Assignment of Personnel, Integration, and revise if appropriate.

RECOMMENDATION #2: Investigate existing agreements between the Maryland State Department of Education and community colleges and between four-year institutions and community colleges regarding courses in teacher education and the transfer of credits from community colleges to university programs.

IMPLEMENTATION: - The State Board for Higher Education and the Maryland State Department of Education should meet on a regular basis with representatives from four-year institutions and community colleges to refine existing agreements and develop new policies.

B. IMPROVING THE RECRUITMENT OF MINORITIES

RATIONALE: The cultural diversity of Maryland is reflected in its multi-racial student population. Although minority enrollment is growing in Maryland public schools the proportion of minority teachers is declining. There is also a disproportionately low percentage of minority administrative and supervisory personnel as well as other professional staff.

Current statistics on the number of college level students enrolling in schools of education indicate a national decline in minority applicants. Further, the decline in financial aid available for four-year colleges and universities has led a greater number of minorities to look to community colleges for post-secondary education. Consequently, if the need for greater participation of minority teachers in educating a growing multi-cultural school population is to be met, initiatives must be taken at the federal, state, and local levels to promote education as a profession of choice for minority students in all types of post-secondary education institutions.

Finally, school systems need to reach beyond "traditional" recruitment methods. Public relations efforts need to be developed to emphasize commitment of local education agencies to minority selection and retention.

RECOMMENDATION #3: - **Reach beyond traditional recruitment methods to emphasize Maryland's commitment to minority selection and retention.**

IMPLEMENTATION: - Local education agencies should establish and use informal, non-traditional networks for recruitment (such as sororities, fraternities, alumni, education department staff members, on-and-off campus minority organizations).

- The Maryland State Department of Education and local education agencies should publicize and advertise for minorities to teach in Maryland using all media, including newspapers, magazines and journals, local television stations, radio, direct mail campaigns, hot-lines.

- Local education agencies should create printed and videotaped recruitment materials that reflect racial diversity.

- Local education agencies and Maryland institutions for higher education should work together to establish a systematic process of informing deans, department heads, and instructors of education about teaching vacancies in Maryland public schools. (See also Recommendation #6 below).

RECOMMENDATION #6: Establish a comprehensive pool of qualified candidates to be used statewide, regionally, or locally to identify minority professionals available to work in Maryland.

- IMPLEMENTATION:**
- The Maryland State Department of Education should coordinate the establishment of a statewide resume bank for professional education personnel.
 - Collaboration on recruitment should be increased among school systems, between school systems and the Maryland State Department of Education, between institutions of higher education and the State Board for High Education, and among all these agencies and institutions.
 - The Maryland State Department of Education and local school systems should support outreach projects for minority retirees who might consider second careers in teaching.
 - The Maryland State Department of Education and local school systems should support higher salaries and more incentives for teachers, e.g., by seeking the implementation of the recommendations made by the Governor's Commission on Teacher Salaries and Incentives.
 - The Maryland State Department of Education should participate in national minority data collection efforts, e.g., Council of Chief State School Officers projects, National Education Association projects, U.S. Department of Education, Office of Educational Research and Improvement projects, etc.

RECOMMENDATION #4: **Involve minority community leaders in local recruitment programs.**

IMPLEMENTATION: - Local education agencies should identify and involve minority community leaders and minority groups in their recruitment activities.

- The Maryland State Department of Education should provide technical assistance when requested by local education agencies to develop plans for the involvement of the local minority community in recruitment.

RECOMMENDATION #5: **Develop teams of recruiters who are effective in recruiting minorities.**

IMPLEMENTATION: - Local education agencies should identify minority recruiters from among teachers, administrators and supervisors, community representatives.

- Local education agencies should provide developmental training for all recruiters to enhance awareness of minority recruitment issues.

C. REDUCING BARRIERS TO RECRUITMENT, RETENTION, AND PROMOTION OF MINORITY CANDIDATES

RATIONALE: Apart from the NTE, state certification requirements are not a barrier to the recruitment or retention of minority teachers. The NTE results indicate that a disproportionate number of minority candidates do not attain qualifying scores on the test. This Task Force recommendation attempts to delineate the steps the Maryland State Department of Education, local education agencies, and institutions of higher education must take to rectify this problem.

Time constraints precluded of an extensive review of local education agencies' hiring and promotional procedures and/or work conditions that might be barriers to minority recruitment, but it appears that recruiting minority students into teacher preparation programs and attracting minority college students to teach in Maryland, will require more effective communication than currently exists between local education agencies and institutions of higher education.

RECOMMENDATION #1: **Maryland State Department of Education, institutions of higher education and local school systems should collaborate on addressing the current barrier to minority teacher recruitment and retention which is posed by the NTE.**

- IMPLEMENTATION:
- The Maryland State Department of Education, universities and colleges, and local school systems should work cooperatively to develop and implement a program designed to increase the number of students who obtain qualifying scores on the NTE, e.g., "A Maryland Initiative to Enhance the Performance of Teacher Education Students on Teacher Credentialing Tests at Maryland's Historically Black Colleges and Universities," 1987.
 - The Maryland State Department of Education should extend provisional certification to teachers entering the work force who have met all certification criteria except the qualifying scores on the NTE. There should also be an appeals process.
 - Local school systems should develop appropriate assistance programs for provisionally certified teachers to meet qualifying scores on the NTE.
 - The Maryland State Department of Education should consider expanding the variety of screening methods for certification, i.e., including field experience evaluations, scores on other standardized tests, assessment center inventories, etc.
 - The State Superintendent of Schools should review the impact of the NTE requirement on minority candidates after the qualifying scores have been in effect for five years.

RECOMMENDATION #4: Identify specific areas that local education agencies should include in the development of policies and guidelines for minority recruitment. The policies and procedures should include opportunities for upward mobility for minority personnel.

IMPLEMENTATION:

- A committee of representatives from the Maryland State Department of Education, local education agencies, and the community should develop a document or handbook containing suggestions for policies and procedures to recruit and promote minorities.
- Local school systems should review and alter as necessary policies to ensure broad-based participation in credential screening and interview process for administrative personnel.

D. INCREASING SUPPORT TO RETAIN MINORITIES

RATIONALE: Minority role models are needed at all professional levels. School systems have a responsibility for sponsoring workshops that will provide the necessary skills for minority candidates to be successful in progressing through system processes, such as assessment centers, community forums, administrative screening, written samples, and interviews.

Once minority educators are recruited into a school system, strategies must be identified to assure their retention.

RECOMMENDATION #2: Conduct a survey of perceived local barriers in local school systems to hiring and promoting minority professional staff.

IMPLEMENTATION: - The Maryland State Department of Education should develop a questionnaire and/or interview format to solicit information from each local education agency on the perceptions of minority teachers about "barriers" in their systems and communicate results to each agency responsible for hiring and promotion at state and local level.

RECOMMENDATION #3: Local education agencies should review negotiated agreements to determine impact on minority recruitment.

IMPLEMENTATION: - The local education agency should share general findings with other local education agencies and the Maryland State Department of Education.

The state must address teacher retention in general, but particularly as it relates to the decline in the number of minority education majors throughout the nation and to the number of minorities that leave the profession. Affirmative approaches through legislation, implementation at local levels, and some form of monitoring would positively affect retention. The result should increase the number of minority educators available to serve as role models for the increasing minority student population.

RECOMMENDATION #1: Develop mentor/support programs to assist in the promotion of minorities to administrative and supervisory positions.

IMPLEMENTATION:

- Staff development specialists in local education agencies should collaborate with staff developers at the Maryland State Department of Education to assess the impact of currently existing mentor/support programs on minority candidates. If the programs do not address the needs of minority candidates, appropriate modifications should be made.
- Local education agencies should work with the Maryland State Department of Education to create programs that assist minority candidates to be hired and to advance in the system.

Often they face social, emotional, academic or community obstacles that effect their evaluation and retention. Innovative support strategies need to be developed to assist them.

Recruiting, selecting, retaining, and promoting minority professional staff is a complicated process involving a multitude of activities that contribute to success. Much consideration has been given to the recruitment, selection, and employment process but little or no attention has been directed to success, retention, and promotions. Although these issues are complex, school systems must make a commitment to address them in order to increase minority representation at all levels. Efforts to retain minorities should focus on:

- . orientation to the school system, e.g., curricula, policies and procedures, expectations
- . adequate training for new hires, i.e., any teachers new to the system, prior to the beginning of school
- . equitable treatment as professionals
- . increased salaries and fringe benefits
- . improved student and staff attitudes
- . parental respect, involvement, and support
- . aggressive internal and external recruitment for minority professional staff
- . comprehensive training programs for newly selected professional staff
- . promotional opportunities
- . "riffing" procedures
- . certification

RECOMMENDATION #3: Local education agencies should develop adequate orientation and support programs that would address the social, emotional, and professional needs of new minority staff.

IMPLEMENTATION:

- Local education agencies should provide orientation sessions that include the following elements:
 - . information about the human and instructional resources available in the school system;
 - . attention to individual, small group, and large group support opportunities;
 - . introduction to classroom management, short-term and long-term planning, teaching techniques, human relations, and discipline procedures.
- Local education agencies should coordinate sessions which involve new minority teachers and parents and community representatives. For example, receptions by PTAs for staff; recognition of staff, particularly new teachers; coffee dialogues; volunteer programs.

RECOMMENDATION #2: Develop policies and strategies to promote community acceptance of minority educators.

- IMPLEMENTATION:**
- Local education agencies should focus special attention on geographic areas and professional roles that have had little or no minority staff in the past.
 - Local education agencies should sponsor social and community events to highlight minority professionals who hold positions not traditionally held by minorities.
 - Local education agencies that include communities with few minorities should develop "awareness programs" for parents and other community members to enhance their acceptance and appreciation of minority professional staff in their school systems.

III. FINANCIAL IMPACT STATEMENT

The major thrust of the Task Force recommendations is on increased collaboration and coordination between and among the Maryland State Department of Education, the State Board for Higher Education, institutions of higher education, and local school systems to pursue various strategies to increase the pool of minority candidates, to improve recruitment of minority professionals, to reduce barriers to their recruitment, and ensure adequate measures to support and retain minorities after they have been hired towards promotion in their chosen careers.

The Task Force anticipates financial impact of three different kinds to result from the recommendations:

1. Impact on the Maryland State Department of Education -

Funding will be required for one new full-time professional staff position for managing the new collaboration and coordination functions proposed and to provide technical assistance to other agencies and institutions to implement the recommendations. Particular attention will need to be paid to the creation and ongoing management of the resume bank proposed to collect data on qualified candidates and to identify minority professionals available to work in Maryland.

Funding will also be required for one full-time support position to provide back-up and secretarial services for the professional staff member and to answer resume bank inquiries.

2. Impact on State Funding of Education

State funding will be required for scholarship/grant programs and NTE assistance programs designed specifically for minorities.

3. Impact on State and Local Expenditures -

State and local expenditures for minority recruitment, retention and promotion will need to be enhanced in order to implement the actions proposed by the Task Force.

GOVERNOR'S COMMISSION ON TEACHER SALARIES AND INCENTIVES

EXECUTIVE SUMMARY

The Governor's Commission on Teacher Salaries and Incentives sought to enhance the teaching profession in Maryland and focused on the following goals as central to its charge:

Career Equity for Teachers

Average mid-career salaries of teachers lag far behind those of comparable professions. The Commission recommends very strongly that such salary inequities be eliminated and procedures be put into place to prevent their recurrence.

Elimination of Salary Disparities Between Counties

There are significant salary differentials between counties in Maryland. While teacher salaries increased considerably from 1986-87 to 1987-88 for beginning and mid-career teachers, differentials between counties remain large.

The Commission believes that full state funding of all education costs is the only approach that will assure salary equity for teachers and equal opportunity for pupils across the state. However, since the issue was outside its mandate, the Commission recommends that a Joint Resolution be introduced during the 1988 Maryland General Assembly to create a Joint Executive/Legislative Task Force to study the feasibility of the state fully funding education costs. This Task Force should submit its final recommendations to the Governor by September 1988 for budget considerations prior to the 1989 General Assembly.

The Commission agreed that the greatest disequalizing factor in state aid distribution is the state's payment of retirement and Social Security benefits. Members concluded that at some time in the future, state payment of these fringe benefits should be eliminated and the money saved should be redistributed within the Current Expense Formula.

The Commission also reviewed projections for new dollars needed in FY 1989-1992 to fully fund increases in teacher salaries and benefits to meet a mid-career minimum teacher salary. The Commission concluded that while such a proposal was unaffordable if funded solely by the state, the concept deserves further attention at a future date, possibly with consideration of local and joint funding mechanisms. The Commission believes that it is important to have a minimum salary scale for Maryland teachers as currently listed in the Annotated Code and recommends that Section 6-301 of the Education Article be amended to reflect an adjustment for inflation using the Consumer Price Index (CPI 1967 = 100). The Commission also recommends that the General Assembly periodically review and adjust this statute to keep it current.

In an effort to improve career equity for Maryland's teachers within the present funding formulae and budget constraints, the Commission recommends targeting an additional \$20 million in state funds to enhance mid-career salaries in subdivisions with below average wealth per pupil.

The Commission recommends that a simple, effective, local maintenance of effort formula be enacted that LEAs must adopt to qualify for all State Aid

to Education funds. Meanwhile, the Commission supports guarantees that these additional state funds will not replace local appropriations or reduce local efforts, with the dollar level for local appropriations at least equal to the previous fiscal year.

The Commission proposes that targeted aid for salaries be expended according to categories 1 and 2 under Section 5-401(a)(2) in the Education Article of the Annotated Code of Maryland.

Professionalization of Teaching

The Commission recommends additional state aid to less wealthy school systems for enhancing local staff development programs and for providing other opportunities and incentives for teachers. The Commission endorses a three-year phase-in of additional funds as follows: a 0.5 percent add-on to a county's state share of current expenses in FY 1989; a 0.75 percent add-on in FY 1990; and a 1.0 percent add-on in FY 1991.

Although the Commission concluded that selection of the various staff development and teacher incentive programs should be left to local educators, the Commission recommends one condition for receipt of these funds: a structured mentor program must be in place in the local school system pursuant to guidelines to be established by the State Board of Education.

Study Grants/Loans for Teacher Education

Given the predictions about teacher shortages and the low level of funding of current state scholarship programs, the Commission recommends as its highest priority that the state develop a program of new tuition grants/loans for teacher candidates studying in public institutions of higher education in Maryland. The program should be phased in over four years and fund 500 awards in Year 1, 755 in Year 2, 933 in Year 3, and 1,032 in Year 4 at a total four-year cost of \$6.5 million. The grants/loans should be extended to all undergraduates and degree holders interested in pursuing teaching as a profession and should be forgiven at the rate of one year of tuition for one year of teaching service in Maryland. The State Scholarship Board should implement the program and determine specific eligibility criteria based on financial need and scholastic ability with priority consideration given to ethnic minority applicants and those wishing to teach in subject areas and geographic regions having critical teacher shortage in Maryland.

The Commission also recommends that the state provide ten competitive grants to Maryland colleges and universities totaling \$85,000 to stimulate development of non-traditional programs for teacher certification.

Increased Business and Community Involvement

The Commission recommends that local education agencies work with the business community and other school support groups to implement incentive programs that go beyond those recommended by the Commission. The Commission further recommends that the Maryland State Department of Education establish a clearinghouse and develop a systematic procedure for collecting information from local school systems on teacher incentive programs and disseminating it statewide.